

**For Committee Use Only**

Course	ECED 313
Date Submitted	11-11-10
Action	Approved
Date Action Taken	11-17-10

## Writing Intensive Course Proposal Form

NEIU Writing Intensive Program, Center for Academic Writing  
Ronald Williams Library [www.neiu.edu/~wip](http://www.neiu.edu/~wip)

Beginning with students who newly enroll in Fall 2008, all students must successfully complete a Writing Intensive course within their discipline in order to graduate. Successful completion of ENG 101 or its equivalent with a grade of "C" or better is a prerequisite to enrolling in a Writing Intensive course. Writing Intensive courses must be NEIU courses.

Writing Intensive courses:

- Are 200-level or 300-level courses offered relatively early in the major
- Must be a minimum of 3 credit hours
- Have an absolute maximum of 25 students so that the instructor can devote a great deal of time to provide feedback on early drafts of written work
- Meet the Writing Intensive Guidelines (see p. 3 or <http://www.neiu.edu/~wip> for the guidelines)

Departments and programs have several options for implementing Writing Intensive courses:

- Create a new course to add to the list of requirements for the major\*
- Modify an existing course\*
- Choose to offer one course that students must use to fulfill the Writing Intensive requirement or allow students to choose one of several courses that can be used to fulfill the Writing Intensive requirement
- Work with faculty in a group of departments/programs to develop a Writing Intensive course that can be used by all their majors
- Consult with the Writing Intensive Faculty Advisory Committee (WIFAC) if they wish to propose alternative ways of providing Writing Intensive courses for their majors

**\*Note:** Departments and programs that choose to create a new required course or modify an existing course that was not previously required will need to propose a change in the major program and submit the program change through the appropriate governing bodies.

Support for designing Writing Intensive courses, preparing the course proposal documents, and/or designing and implementing writing assignments is available through the Center for Academic Writing. The sources listed below can also provide guidance in designing Writing Intensive courses.

Bean, J. C. (2001). *Engaging ideas: The professors' guide to integrating writing, critical thinking, and active learning in the classroom*. San Francisco: Jossey-Bass.

Gottschalk, K., & Hjortshoj, K. (2004). *The elements of teaching writing: A resource for instructors in all disciplines*. Boston: Bedford / St. Martin's.

Please contact Kate Hahn at x4490 or [mk-hahn@neiu.edu](mailto:mk-hahn@neiu.edu) with any questions or visit <http://www.neiu.edu/~wip> for more information.

---

## Writing Intensive Course Proposal Form

### INSTRUCTIONS

The following need to be submitted electronically to WIFAC at [mk-hahn@neiu.edu](mailto:mk-hahn@neiu.edu) for each course that is proposed:

- Writing Intensive Course Proposal Form
  - Available at <http://www.neiu.edu/~wip>
- Proposed Course Syllabus
- Curricular Proposal Transmission Form
- FCAA Course Proposal Checklist (and any necessary documents, e.g. proposal rationale)

Please use the "Save As" function to save this document with the Subject and Course Number of the proposed course as the document name (for example, PSYC202.doc). Provide the information requested on the following pages.

---

Subject: Language Development and Educational Implications

Course #: ECED 313

New Course       Existing Course

Credits: 3

Course Abbreviated Title (29 characters max): WIP:Language Develop & Ed Implic

Course Title: WIP:Language Development and Educational Implications

Average Weekly Contact Hours: 3

Discussion       Independent Study  
 Field Experience       Student Teaching  
 Lecture       Hybrid/Online

Course Description (100 words max; for catalog): Focuses upon language growth and development of young children with particular emphasis upon programs and techniques designed to facilitate acquisition of language skills. Major language acquisition theories are studied. The relationship of language development to cognitive and social-emotional growth is explored. Basic language development inventories are reviewed. Prerequisites: ENG 101 with grade of "C" or better, EDFN 302 and 303 or equivalent.

## WI GUIDELINES

Complete the chart below by showing how the proposed course meets each of the WI Guidelines. Please make a reference to where in the proposed syllabus this information can also be found. **Refer to the complete guidelines and notes below for more information.** Contact the CAW and/or see Bean (2001) and Gottschalk and Hjortshoj (2004) for help designing a WI course (full references at the bottom of page 1).

1. The writing activities should be an integral part of the course and should be designed so that students will receive <b>active instruction in disciplinary writing</b> .
The writing activities are an integral part of the course. Five workshops are held which provide active instruction in disciplinary writing (see pages 3-10 of the syllabus).
2. Students will write the <b>equivalent of at least 15 pages of graded assignments</b> over the course of the semester. <b>NOTE:</b> See Guideline 4 for more specific information about these graded assignments.
Students will write the equivalent of 24 (minimum) pages of core/graded writing assignments. Core Writing Assignments: # pages(minimum) Storybook based Language Observation 10 Parent Newsletter 2 Curriculum Constructed Response 4 Young Children Journal Review 4 Toddler Language Observations 4 (This information is also found on page 4 of the syllabus.)
3. Each Writing Intensive course will require <b>multiple types of writing</b> . Writing assignments might include correspondence, memoranda, proposals, progress reports, research reports, work-logs, site descriptions, observations, case studies, lab reports, creative writing, problem-solving, or computer programming, as well as other forms of course-related writing.
Writing assignments require multiple types of writing; specifically, two informal observations of toddler language development, a parent newsletter on selecting and sharing storybooks with toddlers, a professional journal article review, a curriculum constructed response, and an extensive, storybook based language observation. Specific directions for each of the assignments are found on pages 3-10 of the syllabus.

4. The graded assignments, consisting of multiple types of writing, will constitute a significant portion (**at least 50 percent**) of the final grade for the course; the grade on each assignment will reflect effective and correct written expression as well as knowledge of content.

**NOTE:** *As such, in-class exams and quizzes will not apply toward the 15-page requirement unless effective and correct written expression are explicitly considered in determining the grade.*

The graded assignments will comprise 56% of the final grade for the course.

Storybook based Language Observation      27%

Parent Newsletter                                      5%

Curriculum Constructed Response              8%

Young Children Journal Review                8%

Toddler Language Observations                8%

This information is also located on page 4 of the syllabus.

Assignment rubrics contain criteria that focus on knowledge of content as well as effective and correct written expression (see pages 4, 13-18 of the syllabus).

5. On some graded assignments, students will be provided an **opportunity to produce multiple drafts**, in order to learn that writing is a process as well as a tool for invention and discovery. Students will get feedback from the instructor on those early drafts of written work before the grade is assigned.

Students will produce multiple drafts and receive feedback on the parent newsletter and constructed response core writing assignments. Please note that the specifics on the draft stages for the newsletter can be found on pages 5 and 6 of the syllabus and for the constructed response on pages 6 and 7.

6. Each Writing Intensive course will also provide an opportunity for students to engage in **ungraded assignments**, such as writing-to-learn activities, in order to practice writing and also to become actively engaged in processing the information that is presented in class or in a textbook. Informal journal writing is another useful means of developing students' critical thinking skills.

**NOTE:** *Ungraded writing activities might include in-class minute papers, muddy point papers, brief reflections on what students have learned in the class period, or brief explorations of questions students have about a topic. Although some of these assignments and activities may receive completion points, some must be truly ungraded, and not contribute to a student's course grade in any way. Contact the CAW if you would like more information on designing and implementing these kinds of writing-to-learn activities.*

In-class reflective journals receive completion points; however, writing workshop exit reflections are truly ungraded. Additional information on the in-class reflective journals is found on pages 9 and 10 of the syllabus. Additional information on the exit reflections is found on page 10 of the syllabus.

## **SAMPLE WRITING ASSIGNMENTS**

Include here at least two sample writing assignments: one formal, graded assignment and one informal, ungraded assignment/activity. For each assignment:

- Provide the information that will be given to students when the assignment or activity is given,
  - Clearly describe how each assignment or activity will be evaluated and/or responded to, and
  - Indicate how each sample assignment or activity is connected to course objectives or learning outcomes.
- 

## **FORMAL, GRADED WRITING ASSIGNMENT**

Student Writing Assignment Sheet (paste into the gray box below the handout given to students)

Core Writing Assignment: Storybook based Language Observation

Task

Observe, document and analyze a child's language development during storybook sharing with respect to the five aspects of language knowledge: phonetic, semantic, syntactic, morphemic and pragmatic.

Audience

This assignment is prepared to be shared with other teaching professionals as part of a child assessment program.

Purpose

- To assess children's language behavior.
- To demonstrate an understanding of the relationships between culture, language and children's home language.
- To clearly and thoroughly describe and analyze in writing a child's verbal and non-verbal interactions during shared storybook time for assessment of language development

Due Date

In-class Writing Workshop-Week 9

Students will bring in a draft of their storybook observation and transcription to receive feedback on writing, format and content. No grade assigned on draft.

Final copy due with attachments-Week 14

Format

The format template will also be uploaded to the class' blackboard site. In addition to the written report, you are to submit an audio tape or DVD/video of the observation.

Example

An example of a completed Storybook based Language Observation is attached at the end of this section along with more specific instructions which are distributed to students on the class' Blackboard site.

Evaluation Criteria

A rubric is included in the syllabus.

## Other Information

The two Toddler Observation Assignments (included as Core Writing Assignments) will help prepare you to complete the Storybook Based Observation Assignment. It is your responsibility to contact me with any questions or problems you have with this assignment.

Please answer the following questions regarding this sample writing assignment:

### 1. How will this writing assignment be evaluated and/or responded to?

A rubric is found on page 13 of the syllabus. The content below comprises the rubric.

Rubric for Storybook-based Language Observation (100 pts)

Criteria Exceeds expectations Meets expectations Does not meet expectations

• Assessment documentation (40 pts)

Very thorough preparation, description, and documentation

Includes photocopy both books used by the child, audio/video tape of observation /interaction, and transcript of tape in appropriate format.

(40-36)

Adequate preparation, description and documentation. Includes photocopy both books used by the child, audio/video tape of observation /interaction, and transcript of tape in appropriate format.

(35-28)

Inadequate preparation, description and documentation. May be missing photocopy both books used by the child, audio/video tape of observation /interaction, or transcript of tape in appropriate format.

(28-0)

• Appropriate academic register (15 pts)

Absence of semantic, grammatical, orthographic or morphemic errors.

(15-13)

Minor semantic, grammatical, orthographic or morphemic errors throughout project

(12-9)

Numerous semantic, grammatical, orthographic, or morphemic errors throughout project

(8-0)

Analysis Assessment: (30 pts)

• Phonetic (5)

• Semantic (4)

• Syntactic (6)

• Morphemic (3)

• Pragmatic (7) Thorough and accurate analysis of each of the five aspects of language knowledge with detailed examples. (30-27)

Adequate analysis of four of the five aspects of language knowledge with appropriate examples. (26-21)

Inadequate or in accurate analysis of two or more aspects of language knowledge; lacking detailed, appropriate examples

(20-0)

- Additional Notes related to language development and five aspects (5 pts)

Additional notes are detailed thoroughly and explicitly relate to five aspects of language development.

(5)

Additional notes are adequate and clearly relate to five aspects of language development

(4)

Additional notes are limited, inadequate or not explicitly related to language development.

3-0)

Summary of assessment (10 pts)

Summary is thorough and focuses on significant points provided by analysis.

(10-9)

Summary is adequate and focuses on basic points provided by analysis.

(8-7)

Summary is limited in scope.

(6-0)

Your score and comments: \_\_\_\_\_/75

Exceeds standard: 100-90

Meets standard: 89-70

Does not meet standard: Below 70

## 2. How is this writing assignment connected to course objectives or learning outcomes?

This writing assignment is connected to Student Learning Outcomes #2 and #7.

Detailed instructions and example follow:

### ECED 313: STORYBOOK-BASED LANGUAGE OBSERVATION

#### Goal for Observation

Observe and describe a child's language development with respect to the five aspects of language knowledge.

#### Section I: Directions for Language Analysis Assignment

1. Select a child you know between the ages of 3 and 5 years.
2. Select two storybooks that are moderately familiar to the child.
3. Have a tape recorder and blank audiotape ready. (Videotape is also acceptable.)
4. Ask the child to read the book to you, or if the child refuses, tell the child you will read it together. Or, you may tape the parent reading to or with the child. Ask general questions and make comments only to sustain the storybook interaction. Do not supply information not found in the story. Avoid asking questions that the child can answer with only one or two words as this limits the syntactic complexity shown by the child. Encourage the child to go

ahead on his or her own (i.e., “Read to me any way you want to.” “Just pretend.” “Tell me about the pictures.”).

5. Make no notes during the storybook interaction.
6. Transcribe the storybook interaction, using the form provided. Duplicate the form as needed. (See format at end of guidelines.)
7. Photocopy the two storybooks used for this assignment.
8. Prepare a written analysis following the guidelines/format given in Section II. In addition, attach the transcript and the audiotape.

## Section II: Language Analysis

In answering each question, provide examples to clarify your responses.

### Phonetic Knowledge

1. What sounds did the child produce clearly?
2. Which words appeared to be most difficult for the child? Were the difficult sounds at the beginning of the word? in the middle? at the end?
3. Were words (syllables and sounds) articulated clearly?
4. Did the child indicate an awareness that specific letters or words have specific sounds? Did the child focus on print?

### Semantic Knowledge

1. Did the child use synonyms when referring to ideas, objects, or people in the book?
2. Did the child refer to real-life objects or events related to the book’s content?
3. Did the child appear to use story illustrations to cue memory for vocabulary?

### Syntactic Knowledge

1. Describe the range of sentence/phrase structure represented in the child’s utterances.
2. To what extent does the child’s syntax mirror the structure of the story text?
3. Did the child use questions?
4. Did the child use dialogue carriers?

### Morphemic Knowledge

1. Describe the child’s use of derivational and inflectional morphemes.
2. Were any overgeneralizations applied to comparatives or verb tense markers?

### Pragmatic Knowledge

1. Did the child hold the book correctly?
2. Were pages turned at appropriate times?
3. Did the child show an awareness of any of these concepts: title, author, page, words, beginning, end?
4. Did the child show direction when reading? Did the child read from front to back of book? from left to right? from top to bottom?
5. Did the child use formal beginnings and endings, such as “Once upon a time,” “One day . . .,” or “The end”?
6. Did the child use reading intonation?
7. Did the child check to see if you/the listener were comprehending the story?

8. Did the child pause or encourage turn-taking or your comments about the story?
9. Did the child show awareness that books have stable texts, such as self-corrections or memory for text?

**Additional Notes**

Record other information based on additional interaction with the child, siblings, teacher, or parent, related to the child's development of the five aspects of language knowledge (oral or written).

**Conclusions/Summary**

Summarize your observations and analysis of the child's language development.

**Transcription Format for Storybook-Based Language Observation Assignment**

Child's Name: \_\_\_\_\_ Age: \_\_\_\_\_

Book Title(s): \_\_\_\_\_

Observer: \_\_\_\_\_

Line no.	Speaker	What was said
----------	---------	---------------

**EXAMPLE OF A STORYBOOK-BASED LANGUAGE OBSERVATION**

**Section I: Transcription of Storybook-Based Language Observation**

Child's name: Jake Age: 4  
 Book Titles: Little Engines Can Do Big Things, All Aboard Trains  
 Observer: K. L.

<TB>

1	Adult	So, which one are we going
2		to do first?
3		Are we going to do the Thomas one first this
4		time? All right.
5	Child	Little Engines Can Do Big Things
6		Tings were going bad on the Iwand of Sodor.
7		Thomas was being bad.
8		Gordon scolded Thomas for being late.
9		James scolded Thomas for bumping into the
10		buffers. There was this wind and it blew
11		ashes everywhere on Thomas.
12		Got Thomas's paint all dirty.
13		Thomas passed two diesels and the diesels

14 started laughing and they started laughing at  
15 Thomas and Thomas was winning his afternoon  
16 mail routes.  
17 He saw Percy.  
18 Percy was feeling glum.  
19 Thomas was going on the unintelligible.  
20 Then he said I have a boiler ache.  
21 So Thomas fetched some special coal for Henry.  
22 He he a coal car was going through the magic  
23 buffer zone. A missing coal car and he thought  
24 he could go there. Thomas was ready to go but  
25 Percy was way back.  
26 So Lady the Golden Engine was not winning  
27 for a while.  
28 Thomas thought he could through those buffers  
29 but maybe he would not.  
30 He was scared he his wheels wouldn't work on  
31 the track  
32 but he found out that his wheels worked.  
33 Lady hadn't run for a little while and the tracks  
34 were wusty.  
35 So the two little engines roared back to home.  
36 Hooray for Thomas!  
37 Adult Good job!  
38 Alright here's a train one.  
39 All Aboard Trains.  
40 Child All aboard trains.  
41 Dis is the freight yard where all the trains get  
42 stuff like the box cars unintelligible cars and hopper  
43 cars.  
44 Dis is the diesel engine dat it almost can carry anything.  
45 Dis is a condola car dat carries lots of stuff.  
46 Dis is a cattle car dat can carry horses and cows.  
47 Dis is a box car dat your freezer car dat freezes stuff.  
48 Ah dis is ah a box car that takes computers  
49 and lots of other stuff.  
50 Dis is a hopper car dat takes coal and you see it likes unintelligible.  
51 Um and then dis is a tanker car dat carries gas to the gas  
52 stations so cars can buy gas.  
53 Dis is a fwat car dat that you haven't seen in a while  
54 and it can can carry books.  
55 Dis is a . . . a . . . thingy dat rolls stuff on and off the fwat  
56 bed.  
57 Dis is a . . . a . . . dis is a train dat can carry ah books and and  
58 stuff. Ah dis is a car transporter dat's on trains  
59 they carry cars.

60 Dis is a box car dat can carry um wats that can not carry  
61 anything but this it can make the trains put the freights on  
62 the big stuff.  
63 The spesial thing about dis car on the end of a train a freight  
64 train that it's people can sleep up here dis is where  
65 they eat in here.  
66 Dis is a train dat runs on wires dats underground.  
67 Dis is a elevator car with with wires on it and  
68 it doesn't need anything else.  
69 Dis is the TGV a real fast train dis is a real fast train like  
70 the other train that we just learned about and weal fast train.  
71 Dis is a train dat you see before it's a subway train that goes  
72 underground comes up a ramp.  
73 Dis is an elevated subway train and I went on a subway  
74 before.  
75 And dis is anover train that goes that looks like it's upside  
76 down but it's really not.  
77 Dis is a train is is a diesel and its got its head lights on.  
78 the end.

## Section II: Language Analysis

### Phonetic Knowledge

Jake is able to pronounce most of the sounds in the readings he selected. However, he did make mistakes. The few mistakes he did make, he made consistently. Often these mistakes were found at the beginnings of words.

When reading the story *Little Engines Can Do Big Things*, Jake did not pronounce the “th” in the word “things” in line 6. Also in line 6, the word “island” sounds more like “iwand.” In lines 15 and 26, Jake replaces the “r” sound in “running” with a “w.” He does this again in line 36, with the word “rusty,” pronouncing it “wusty.” In line 21, Jake mispronounces the word “special.”

Jake makes several of the same pronunciation errors over and over again in the second story, *All Aboard Trains*. Beginning in line 41, Jake replaces the “th” sound in the word “this” with a “d” sound. In line 44, Jake pronounces the word “that” as “dat.” He does this throughout the story. In line 45, Jake calls the “gondola” car a “condola” car. In line 55, instead of saying the word “flat,” Jakes leaves out the “l” and adds a “w” sound, pronouncing the word as “fwat.” In line 63, Jake mispronounces the word “special” the same way he did in the first story.

There were several phrases on the recording that I could not make out, and those parts are noted in the transcription. These unintelligible phrases occurred at the end of a sentence or in a part of the story where Jake was trying to recall what to say.

### Semantic Knowledge

It is obvious that Jake has read these stories several times. In *All Aboard Trains*, Jake names some of the cars as they are listed in the book, while for others, he describes the job of the car

instead. In line 46, the “cattle car that carries horses and cows” is really called the livestock car. In line 55, Jake couldn’t remember the name of the car; however, while referring to the picture, he was able to say that “it is a thing that rolls stuff off and on the fwat bed.” The next page is a continuation of the crane picture, and Jake says that it “is a train that carries books,” line 57. In line 58, Jake calls the auto-rack car a “car transporter.” The caboose was not called as such by Jake but was described as “the car at the end of a freight train,” line 63. In line 66, the electric locomotive is described as a “train dat runs on wires.” The double-deck coach is described as “a elevator car.” When describing the elevated subway train, Jake informs me the he “went on a subway before,” line 73. In line 75, he describes the monorail train as “anover train that goes that looks like it’s upside down but it’s really not,” rather than name it. In line 77, he gives the last train in the book the name “diesel” and tells us that “its got its head lights on” even though none of that is stated in the book. While reading *Little Engines Can Do Big Things*, Jake had no problems with semantics. While he skipped parts of the story, the vocabulary he used was consistent with the story.

### Syntactic Knowledge

Jake begins both of the stories by giving their titles. In the story *Little Engines Can Do Big Things*, Jake uses a variety of sentence structures. Sometimes he uses complete sentences, but at other times, such as in line 12, Jake leaves out the subject of who got Thomas’s paint dirty. Beginning with line 13, Jake uses “and” several times to connect more than one part of the story. In lines 28–32, Jake uses the word “but” to connect several thoughts. In line 22, Jake starts the sentence with a “he he” and changes his approach to start with “a.” While some large chunks of the story are left out, Jake seems comfortable with his rendition of the tale.

In *All Aboard Trains*, Jake begins all of his sentences the same way, letting us know that a new idea has begun. In line 44, Jake adds an extra word, “it almost can,” but doesn’t seem to realize it. In line 47, he starts naming one type of car and switches to another one, “Dis is a box car dat your freezer car dat freezes stuff.” In lines 48 and 58, Jake hesitates and begins with an “ah.” In line 51, Jake begins with an “um.” There are two times when he repeats a word, in lines 57 and 67. It seems obvious that he really likes the TGV car as he repeats how fast it goes several times, lines 69–70. In line 71, Jake says “a train dat you see before” and it should be past tense. The one time Jake starts a sentence with an “and” is in line 75.

### Morphemic Knowledge

Overall, Jake does a good job using plurals, past tense, and ’s for showing ownership. The written story *Little Engines Can Do Big Things* switches back and forth between past and present tense. When Jake tells the story, it is entirely in past tense. In lines 8 and 9, the past tense of scold is used as “scolded.” The past tense is also used in “passed” in line 13, “started” in line 14, and “fetched” in line 21. In line 12, “Thomas’s” is used to show that it is the character Thomas whose paint gets dirty. In line 13, “diesels” is used to show that there are two of them. Jake uses two contractions, “wouldn’t” in line 30 and “hadn’t” in line 33. Neither of these words are in the actual story. He uses the “-ing” in “bumping,” line 9, “laughing,” line 14, and “wunning,” line 15 and 26.

The second story is written and told all in present tense. He uses the contractions “haven’t” in line 53, “doesn’t” in line 68, and “it’s” in lines 71, 75, and 76.

### Pragmatic Knowledge

Jake keeps the book on the table as he read. He understands the front of the book from the back. In general, he reads the story in order. However, at one point, there are four different train pictures on two facing pages. Instead of going from top to bottom on the first page and then top to bottom on the next page, he goes left to right and does the top trains on each page and then the bottom trains on each page. Jake's rendition of the story stays on target with the pictures at which he is looking.

Several times Jake personalizes *All Aboard Trains* in an effort to make the book more appealing. For example, in line 53, he says "dis is a flat car you haven't seen in a while"; in lines 69–70, he says "dis is a real fast train like the other train that we just learned about"; and in line 71, "Dis is a train dat you seen before . . .".

### Additional Notes

Jake is an only adopted child of older parents. His father works outside the home, and his mother runs her own pet-sitting company in the home. Both parents speak Standard American English. Jake spends a lot of time with his female cousin, who is one year younger than Jake. They both attend the same nursery school but are in different classes. They look forward to seeing each other when they meet up on the playground or when the school day is done.

### Conclusion

Based on the information in Figure 6.1, Jake is doing fine in terms of his phonemic production. He shows evidence of being able to produce the following sounds: /p/ /m/ /h/ /n/ /w/ /b/ /k/ /g/ /d/ /t/ /f/ /j/. He is still learning how to pronounce the following sounds: /r/ /l/ and consonant blends th and cl.

I am not sure if Jake understood all the vocabulary he was using—for example "buffer," line 12, and "elevated," line 75. It would take more questioning on my part to see if he was just repeating what he had heard or really comprehended it.

Overall, Jake is on target for a 4-year-old in all areas of language development. He is going into kindergarten next year, and I am sure he will do well.

---

## INFORMAL, UNGRADED WRITING ASSIGNMENT/ACTIVITY

Paste into the gray box below handout for the writing assignment/activity or describe the writing assignment/activity.

Supporting Writing Assignment: In-class Reflective Journals

### Task

Reflect on assigned readings, identifying the big ideas, relating it to your own professional knowledge, experiences and potential professional development.

### Purpose

- To discuss and compare the major theories of language development with their implications for instruction.
- To discuss major research related to language Acquisition and development.
- To discuss strategies for enhancing language development among children of cultural and linguistic diversity.

### Due Dates

Weeks 3, 5, and 12

### Format

For each assigned reading reflection you are to prepare a written reflection on what you have read. Each reflection should focus on selecting 3-4 “big ideas” that were represented in the assigned reading.

For each of the 3-4 “big ideas ”

- o Summarize (in your own words) the concept or idea
- o Reflect on why you found that idea important to you
- o Identify and describe any prior experiences (work, school) you have that are related to this topic or idea
- o Reflect on the way this idea relates to your professional development

Please answer the following questions regarding this sample writing assignment/activity:

**1. How will this ungraded writing assignment/activity be responded to or used by the instructor?**

Students will receive completion points and feedback on how their responses reflect their understanding and critical thinking related to the assigned readings.

**2. How is this ungraded writing assignment/activity connected to course objectives or learning outcomes?**

This assignment connects to the following Student Learning Outcomes:

1. Develop an awareness of the strategies in fostering language development through formal and informal instructional strategies.
4. Discuss and compare the major theories of language development with their implications for instruction.
5. Discuss characteristics of language development specific to bilingual children.
6. Discuss major research related to language acquisition and development
10. Discuss strategies for enhancing language development among children of cultural and linguistic diversity.
11. Demonstrate an understanding of the relationships between culture, language and children's home language.
12. Affirm, respect, and support, language development of all children.